

<b>Lavallette Elementary School</b>	
<b>Content Area: Social Studies</b> <b>Course Title: Social Studies</b>	<b>Grade Level: Third Grade</b>
<b>Unit Plan 1</b> Making a Difference: Citizenship in New Jersey	September - October
<b>Unit Plan 2</b> Settlement and Resources of New Jersey	November - December
<b>Unit Plan 3</b> Impact of Ideas and Inventions in New Jersey	January - February
<b>Unit Plan 4</b> New Jersey: Crossroads to the American Revolution	March - April
<b>Unit Plan 5</b> Perspectives Over Time	May - June
Updated: August 2018 by Sharon Carroll Aligned to New Jersey Student Learning Standards for Social Studies	Board Approved: October 16, 2018

**Lavallette School**  
**SOCIAL STUDIES CURRICULUM**  
**Unit Overview**

**Content Area:** Social Studies

**Grade Level:** Third Grade

**Domain (Unit Title):** Making a Difference: Citizenship in New Jersey

**Cluster Summary:**

- Students will understand and expand upon the importance of citizenship regarding the relationships in progression from local, state, national and global. Students will further comprehend how citizens impact these communities and cause change.

**Primary Interdisciplinary Connections:**

ELA, Math, Science, Physical Education, Art, and Drama

**21st Century Themes:**

<b>21st Century Life &amp; Career Skills</b>	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>Personal Financial Literacy</b>	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
<b>Career Awareness, Exploration, and Preparation</b>	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
<b>Career and Technical Education</b>	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

**Learning Targets**

Number	Standard for Mastery
6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How can an individual or organization create change at the local, state, or national level?</li> <li>• How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?</li> <li>• How do responsible community members understand the structure, function and origin of the local, state, and federal government?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• the decisions of the state government affect local government and interact with federal law.</li> <li>• various individuals and groups influence the way an issue affecting government is viewed and resolved.</li> <li>• active citizens respect different viewpoints and take actions that result in a more just and equitable society.</li> </ul>
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<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• how to take action to improve their community.</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• show how citizens work together to improve communities.</li> </ul>
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<ul style="list-style-type: none"> <li>• how to identify their civic responsibilities.</li> <li>• how to engage in conflict resolution</li> </ul>	<ul style="list-style-type: none"> <li>• actively participate in their community and civic endeavors.</li> <li>• identify how people solve problems and the steps they follow</li> </ul>
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**Lavallette School  
SOCIAL STUDIES CURRICULUM  
Unit Overview**

**Content Area:** Social Studies **Grade Level:** Third Grade

**Domain (Unit Title):** Settlement and Resources of New Jersey

**Cluster Summary:**

- Advancements in science and technology can have unintended consequences that impact individuals and/or societies especially the impact on our environment.

**Primary Interdisciplinary Connections:**

ELA, Math, Science, Physical Education, Art, and Drama

**21st Century Themes:**

<b>21st Century Life &amp; Career Skills</b>	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>Personal Financial Literacy</b>	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
<b>Career Awareness, Exploration, and</b>	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation

<b>Preparation</b>	in order to navigate the globally competitive work environment of the information age.
<b>Career and Technical Education</b>	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

**Learning Targets**

<b>Number</b>	<b>Standard for Mastery</b>
6.1.4.B.7	Explain why some locations in NJ and the US are more suited for settlement than others.
6.1.4.B.8	Compare ways people choose to use and divide natural resources.
6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.
6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of NJ.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How does the land, water, and climate of NJ affect how people live?</li> <li>● How does New Jersey's resources provide jobs for its people?</li> <li>● How does the geography affect the patterns of settlement?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● the Lenape living in NJ used resources in their environment.</li> <li>● the Native Americans developed their village around the geographical terrain good for farming, hunting, and preparing food.</li> </ul>
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- NJ has a rich variety of landforms, including mountains, hills, and plains. Many waterways throughout NJ provide transportation and recreational opportunities.
- NJ has a temperate climate influenced by its nearness to the Atlantic Ocean and its distance from the equator.

**Unit Objectives**

*Students will know...*

- how to recognize and differentiate between the landforms found in NJ.
- how to comprehend a topographical map and understand the importance of them.
- the major resources that come from NJ and the importance of them.
- how to compare/contrast life of the Native Americans to the people of the 21<sup>st</sup> century.

**Unit Objectives**

*Students will be able to...*

- identify the landscape of NJ and its major landforms.
- describe how people use the waterways in NJ.
- read and interpret a topographical map to better understand the land of NJ.
- identify major natural resources and their importance in NJ.
- summarize the role of the seasons and region in Lenape Life.
- compare/contrast the daily tasks of Lenape children compared to the children of today.

**Lavallette School**  
**SOCIAL STUDIES CURRICULUM**  
**Unit Overview**

**Content Area:** Social Studies

**Grade Level:** Third Grade

**Domain (Unit Title):** Impact of Ideas and Inventions in New Jersey

**Cluster Summary:**

- Creativity and innovation affect lifestyle, access to information, and the creation of new products and services. Economic opportunities in New Jersey and other states are related to the availability of resources and technology

**Primary Interdisciplinary Connections:**

ELA, Math, Science, Physical Education, Art, and Drama

**21st Century Themes:**

<b>21st Century Life &amp; Career Skills</b>	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>Personal Financial Literacy</b>	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
<b>Career Awareness, Exploration, and Preparation</b>	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
<b>Career and Technical Education</b>	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

**Learning Targets**

Number	Standard for Mastery
6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
6.1.4.C.14	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What post war inventions had the greatest impact on change in New Jersey?</li> <li>• How did transportation and industries improve the lives of people living in New Jersey?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Post war inventions led to change in New Jersey.</li> <li>• In New Jersey during the 1800's transportation developed, industries developed and reform improved people's lives.</li> </ul>
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<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• New Jersey was a center for innovation and recognize various New Jerseyans responsible for their contributions towards innovation.</li> <li>• the impact of transportation on development and economics.</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• explain why New Jersey can be considered a center for innovations</li> <li>• describe some inventions introduced by New Jerseyans</li> <li>• describe how new bridges, turnpikes, railroads, and steamboat travel improved transportation in New Jersey.</li> </ul>
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**Lavallette School**  
**SOCIAL STUDIES CURRICULUM**  
**Unit Overview**

**Content Area:** Social Studies

**Grade Level:** Third Grade

**Domain (Unit Title):** New Jersey: Crossroads to the American Revolution

**Cluster Summary:**

- All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Students will explore the development of New Jersey government, the role of New Jersey in the American Revolution and the impact of Trans-Atlantic slavery on the state.

**Primary Interdisciplinary Connections:**

ELA, Math, Science, Physical Education, Art, and Drama

**21st Century Themes:**

<p><b>21st Century Life &amp; Career Skills</b></p>	<p>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
<p><b>Personal Financial Literacy</b></p>	<p>All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.</p>
<p><b>Career Awareness, Exploration, and Preparation</b></p>	<p>All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p>
<p><b>Career and Technical Education</b></p>	<p>All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or</p>

degrees.

### Learning Targets

Number	Standard for Mastery
6.1.4.D.7	Explain the role Governor William Livingston played in the development of New Jersey government.
6.1.4.D.8	Determine the significance of New Jersey's role in the American Revolution.
6.1.4.D.9	Explain the impact of Trans-Atlantic slavery on New Jersey, the nation, and individuals.

#### Unit Essential Questions

- How did early leaders affect the development of New Jersey State Government?
- How did New Jersey play an important role in the American Revolution?
- How did trans-Atlantic slavery impact individuals, New Jersey and the nation?

#### Unit Enduring Understandings

*Students will understand that...*

- Governor Livingston played an important role in the development of New Jersey government.
- victories at Trenton and Princeton were significant accomplishments for the state during the American Revolution.
- trans-Atlantic slavery impacted the economy on a national and state level.

#### Unit Objectives

*Students will know...*

- the role that Governor

#### Unit Objectives

*Students will be able to...*

<p>Livingston played in the development of New Jersey.</p> <ul style="list-style-type: none"> <li>the importance of New Jersey's location to the American Revolution.</li> <li>the effects that Trans-Atlantic slavery had on the economy.</li> </ul>	<ul style="list-style-type: none"> <li>analyze the effects that Governor Livingston had on the development of New Jersey government.</li> <li>locate and identify significant sites that played a role in the American Revolution.</li> <li>describe the effects that the slave trade had on the economy.</li> </ul>
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<b>Lavallette School SOCIAL STUDIES CURRICULUM Unit Overview</b>	
<b>Content Area:</b> Social Studies	<b>Grade Level:</b> Third Grade
<b>Domain (Unit Title):</b> Perspectives Over Time	
<b>Cluster Summary:</b> <ul style="list-style-type: none"> <li>Personal, family, and community history is a source of information for individuals about the people and places around them; however people view and interpret events differently. Time and place greatly affect the experiences they have and the perspectives they hold.</li> </ul>	
<b>Primary Interdisciplinary Connections:</b>  ELA, Math, Science, Physical Education, Art, and Drama	

**21st Century Themes:**

<b>21st Century Life &amp; Career Skills</b>	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>Personal Financial Literacy</b>	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
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**Learning Targets**

<b>Number</b>	<b>Standard for Mastery</b>
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for the changes.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.3.4.A.4	Communicate with students from various countries about common issues of public concern and possible solutions.

**Unit Essential Questions**

- How has the presence of different cultural groups contributed to their communities?
- How does individual interpretation of events affect a community?
- Why are cultural celebrations in communities important?
- How can individual actions serve the good of a community?

**Unit Enduring Understandings**

*Students will understand that...*

- different cultural groups have contributed to make our country what it is today.
- individual beliefs, values, and traditions may be reflected in more than one cultural group that makes up a unified community.
- cultural and ethnic celebrations are important to the diversity of communities.

**Unit Objectives**

*Students will know...*

- ● how to acquire the skills needed to be an active, informed citizen who value diversity and promote cultural understanding.
- How to work collaboratively to address the challenges that are inherent in living in an interconnected world.

**Unit Objectives**

*Students will be able to...*

- recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences and all of these people make a community.
- become aware of individuals' relationships to people, places, and resources in the local community and beyond.

## Evidence of Learning

### Suggested Formative Assessments:

Classroom Discussion	Portfolios
Anecdotal Notes	Cooperative Learning Groups
Exit Slips	Open Ended Questions
Checklists	Vocabulary Quizzes
Presentations or Projects	Rubrics

### Suggested Summative Assessments:

Participation and teacher observation assessments	District benchmarks or interim
Pre-test, post-test, and daily work	End of unit tests
State assessments	Anecdotal records
Chapter tests	Student Report Card grades

### Suggested Modifications (ELLs, Special Education, Gifted and Talented):

#### Low Level Strategies:

- Modified classroom and homework assignments
- Teacher tutoring
- Parent - teacher communication
- Anchor charts and visual aids
- Flexible grouping
- Teacher - student goal setting
- Technology integration
- Centers
- Response to intervention

#### High Level Strategies

- Multi-step and higher level math problems
- Enrich problems
- Extend activities
- Centers
- Student driven activities
- Student choice activities
- Peer tutoring

### Suggested activities for lesson plans:

#### Websites:

<http://www.udel.edu/dssep/literature.html>

[http://www.nj.gov/dep/hpo/1identify/pg\\_199\\_NJCulturalResourc1660\\_1810Wacker.pdf](http://www.nj.gov/dep/hpo/1identify/pg_199_NJCulturalResourc1660_1810Wacker.pdf)

[http://www.njdigitalhighway.org/modules\\_lesson\\_plans\\_educ.php](http://www.njdigitalhighway.org/modules_lesson_plans_educ.php)

<http://www.digitalhistory.uh.edu/historyonline/mothersfathers.cfm>

[https://www.familysearch.org/learn/wiki/en/New\\_Jersey\\_Emigration\\_and\\_Immigration](https://www.familysearch.org/learn/wiki/en/New_Jersey_Emigration_and_Immigration)

[http://faculty.njcu.edu/ckarnoutsos/Chronology\\_old.htm](http://faculty.njcu.edu/ckarnoutsos/Chronology_old.htm)

**Teacher Notes:**